

## Testimony in Opposition to SB 1105

I would like to go on record as *opposing* S.B. 1105, the proposal to amend last year's legislation related to the credentialing of applied behavior analysts. I am a licensed psychologist and a doctoral level Board Certified Behavior Analyst. I am currently the Director of School Consultation Services at the Center for Children with Special Needs in Glastonbury, CT. My work on school-based interventions for Autism is published within the book Assessment of Autism Spectrum Disorders edited by Sam Goldstein and colleagues. I have contributed to several works that define appropriate and evidence-based treatments for autism such as Evidence-Based Practices and Treatments for Children with Autism edited by Fred Volkmar and colleagues and I am currently authoring sections on behavioral assessment in the *Encyclopedia of Autism Spectrum Disorders*, edited by Fred Volkmar of Yale School of Medicine. I also speak nationally and internationally on evidence-based treatments for Autism.

Our Center works directly with public school teams to establish evidence-based programming for learners with Autism Spectrum Disorders and other neurodevelopmental disabilities. I can speak directly to the essential role that appropriately trained and credentialed team members occupy in supporting best practice program implementation for all learners. My additional training in behavior analysis has been vital to allowing me to successfully support school teams. Credentialed individuals undergo specific training and clinical supervision that enable them to develop evidence-based treatments such as course work specific to skills assessment, intervention planning, and data analysis. The professionals identified in the language of SB 1105 lack the required professional training in behavior analysis to treat Autism Spectrum Disorders in schools.

I ask you to not support this bill. Allowing individuals who are not trained in Applied Behavior Analysis to supervise programming will place the learning of many students at risk. Schools that have welcomed appropriately credentialed individuals onto their teams have become models for effective interventions that allow students to become maximally integrated and successful members of their communities. These teams come to function efficiently and maximally optimize instructional resources. Such models should guide us as we advocate for all students and I caution that the proposed amendment to SB 1105 will move the educational community in the wrong direction.

Sincerely,

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